

Summit Drive Elementary

424 Summit Drive
Greenville, SC 29609

Grades	PK-5 Elementary School	
Enrollment	296 Students	
Principal	Megan Mitchell	864-355-8800
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	51	33	3	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	No
2005	Good	Average	Yes

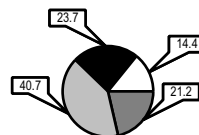
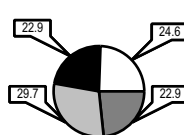
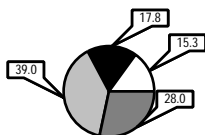
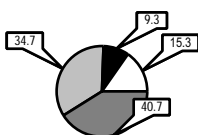
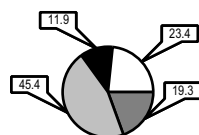
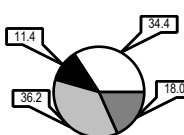
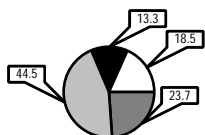
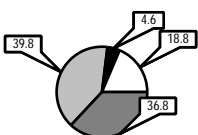
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	132	98.5	13.8	35.3	41.4	9.5	59.5	Yes	Yes
Gender									
Male	76	98.7	14.3	39.7	39.7	6.3	54.0		
Female	56	98.2	13.2	30.2	43.4	13.2	66.0		
Racial/Ethnic Group									
White	66	100.0	6.3	27.0	50.8	15.9	76.2	Yes	Yes
African American	50	100.0	23.1	41.0	33.3	2.6	41.0	I/S	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	85.7	25.0	58.3	16.7	0.0	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	110	98.2	13.3	33.7	42.9	10.2	62.2		
Disabled	22	100.0	16.7	44.4	33.3	5.6	44.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	132	98.5	13.8	35.3	41.4	9.5	59.5		
English Proficiency									
Limited English Proficient	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	123	99.2	12.0	34.3	43.5	10.2	62.0		
Socio-Economic Status									
Subsidized meals	72	97.2	26.3	36.8	35.1	1.8	42.1	Yes	Yes
Full-pay meals	60	100.0	1.7	33.9	47.5	16.9	76.3		

Mathematics – State Performance Objective = 36.7%									
All Students	132	100.0	15.3	39.0	28.0	17.8	58.5	Yes	Yes
Gender									
Male	76	100.0	14.1	42.2	28.1	15.6	57.8		
Female	56	100.0	16.7	35.2	27.8	20.4	59.3		
Racial/Ethnic Group									
White	66	100.0	7.9	27.0	34.9	30.2	76.2	Yes	Yes
African American	50	100.0	23.1	51.3	23.1	2.6	41.0	I/S	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	100.0	28.6	57.1	14.3	0.0	21.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	110	100.0	12.0	37.0	30.0	21.0	62.0		
Disabled	22	100.0	33.3	50.0	16.7	0.0	38.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	132	100.0	15.3	39.0	28.0	17.8	58.5		
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	123	100.0	13.8	38.5	28.4	19.3	61.5		
Socio-Economic Status									
Subsidized meals	72	100.0	23.7	55.9	16.9	3.4	37.3	Yes	Yes
Full-pay meals	60	100.0	6.8	22.0	39.0	32.2	79.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	132	98.5	23.3	30.2	23.3	23.3	46.6
Gender							
Male	76	98.7	20.6	31.7	25.4	22.2	47.6
Female	56	98.2	26.4	28.3	20.8	24.5	45.3
Racial/Ethnic Group							
White	66	100.0	12.7	17.5	30.2	39.7	69.8
African American	50	100.0	28.2	56.4	12.8	2.6	15.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	85.7	58.3	16.7	16.7	8.3	25.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	110	98.2	18.4	29.6	24.5	27.6	52.0
Disabled	22	100.0	50.0	33.3	16.7	0.0	16.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	132	98.5	23.3	30.2	23.3	23.3	46.6
English Proficiency							
Limited English Proficient	9	88.9	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	123	99.2	20.4	31.5	24.1	24.1	48.1
Socio-Economic Status							
Subsidized meals	72	97.2	36.8	40.4	14.0	8.8	22.8
Full-pay meals	60	100.0	10.2	20.3	32.2	37.3	69.5

Social Studies							
All Students	132	98.5	12.9	41.4	21.6	24.1	45.7
Gender							
Male	76	98.7	11.1	41.3	20.6	27.0	47.6
Female	56	98.2	15.1	41.5	22.6	20.8	43.4
Racial/Ethnic Group							
White	66	100.0	4.8	28.6	28.6	38.1	66.7
African American	50	100.0	17.9	61.5	15.4	5.1	20.5
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	14	85.7	33.3	50.0	8.3	8.3	16.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	110	98.2	11.2	39.8	23.5	25.5	49.0
Disabled	22	100.0	22.2	50.0	11.1	16.7	27.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	132	98.5	12.9	41.4	21.6	24.1	45.7
English Proficiency							
Limited English Proficient	9	88.9	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	123	99.2	10.2	40.7	23.1	25.9	49.1
Socio-Economic Status							
Subsidized meals	72	97.2	19.3	59.6	10.5	10.5	21.1
Full-pay meals	60	100.0	6.8	23.7	32.2	37.3	69.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	40	100.0	12.8	25.6	43.6	17.9	61.5
	4	49	98.0	23.9	39.1	32.6	4.3	37.0
	5	42	100.0	18.9	54.1	24.3	2.7	27.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	41	97.6	17.1	28.6	40.0	14.3	54.3
	4	43	100.0	5.0	27.5	52.5	15.0	67.5
	5	48	97.9	20.0	47.5	32.5	0.0	32.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	40	100.0	7.7	41.0	30.8	20.5	51.3
	4	49	98.0	28.3	43.5	10.9	17.4	28.3
	5	42	100.0	18.9	35.1	29.7	16.2	45.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	41	100.0	16.7	58.3	16.7	8.3	25.0
	4	43	100.0	5.0	17.5	50.0	27.5	77.5
	5	48	100.0	22.0	43.9	17.1	17.1	34.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	41	97.6	31.4	40.0	20.0	8.6	28.6
	4	43	100.0	5.0	20.0	37.5	37.5	75.0
	5	48	97.9	32.5	32.5	12.5	22.5	35.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	41	97.6	8.6	51.4	17.1	22.9	40.0
	4	43	100.0	5.0	30.0	40.0	25.0	65.0
	5	48	97.9	22.5	45.0	7.5	25.0	32.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 296)				
First graders who attended full-day kindergarten	83.3%	Down from 98.1%	100.0%	100.0%
Retention rate	2.3%	Down from 4.0%	2.9%	3.0%
Attendance rate	96.4%	Down from 97.0%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.3%	Down from 6.2%	4.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.3%	Down from 6.2%	3.2%	3.2%
Eligible for gifted and talented	21.1%	Down from 24.2%	14.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.9%	Up from 9.0%	9.0%	8.2%
Older than usual for grade	0.7%	Up from 0.4%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 22)				
Teachers with advanced degrees	54.5%	Up from 45.5%	54.2%	52.6%
Continuing contract teachers	86.4%	Down from 90.9%	85.7%	83.3%
Highly qualified teachers	100.0%	No change	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.6%	Up from 85.0%	88.3%	87.0%
Teacher attendance rate	94.3%	Down from 95.7%	95.1%	95.0%
Average teacher salary	\$44,565	Up 6.1%	\$41,906	\$41,703
Prof. development days/teacher	6.1 days	Down from 9.9 days	13.1 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 17.3 to 1	19.0 to 1	18.8 to 1
Prime instructional time	89.6%	Down from 91.8%	89.8%	89.8%
Dollars spent per pupil*	\$7,481	Up 3.1%	\$6,063	\$6,242
Percent of expenditures for teacher salaries*	62.9%	Up from 61.7%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Summit Drive is a neighborhood school in a family-oriented community in the city of Greenville. It serves 310 students in four-year kindergarten through fifth grade. The school was established in 1953. In 2001, students and staff moved into a new building that was built directly behind the old facility. In the spring of 2004, Summit Drive was named a South Carolina Red Carpet School for its customer service and family-friendly environment.

The belief at Summit Drive is that "every student is a star." Parents and teachers work together to keep this belief as the central area of concentration for all school endeavors.

A focus on making data driven decisions to strengthen the school's instructional program and ultimately raise student achievement is the major goal of the staff. Of its 26 teachers, 7 are national board certified, and all are certified in their primary teaching areas. In recent years, the additions of a four-year kindergarten program, an instructional coach, an after-school tutorial program, a science lab, and the use of the Baldrige Model for Continuous Improvement have strengthened the academic program.

The PTA and SIC work closely with the staff and community groups to help provide science lab enhancement, instructional materials, artists in residence, Baldrige Continuous Improvement workshops for teachers, murals for the halls, field trip support for students, and landscaping for beautification. In addition, these groups have established a "Memory Lane" and an archives room where memorabilia from past students and staff is permanently displayed. Funding for and help with these projects has come from PTA fundraisers, the Wal-Mart Corporation, the South Carolina Arts Commission, the Carolina First Center for Excellence, local churches, the Fluor Daniel Corporation, the Alliance for Quality Education, Hands on Greenville, and the Greenville Chapter of the American Institute of Architects.

In summary, it is the quality of the relationships between the staff, students, and parents that communicates the most about this school. The feelings of trust, safety, and caring are abundant and set the stage for expecting the best from everyone. Student achievement is the goal. High standards of teaching and learning are the norm.

Margo Patton, SIC Chairperson
Sandra Welch, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	39	18
Percent satisfied with learning environment	100.0%	64.1%	100.0%
Percent satisfied with social and physical environment	100.0%	73.7%	88.9%
Percent satisfied with school-home relations	100.0%	74.4%	94.4%

*Only students at the highest elementary school grade level at this school and their parents were included.